

## ROYALL ELEMENTARY

1400 Woods Road  
Florence, South Carolina 29501

<b>GRADES</b>	PK-6 Elementary School	
<b>ENROLLMENT</b>	485 Students	
<b>PRINCIPAL</b>	Julie Smith	843-664-8167
<b>SUPERINTENDENT</b>	Joseph S. Nelson, Ed.D	843-669-4141
<b>BOARD CHAIR</b>	Mrs. Doris Lockhart	843-664-0050

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	68	11	1	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

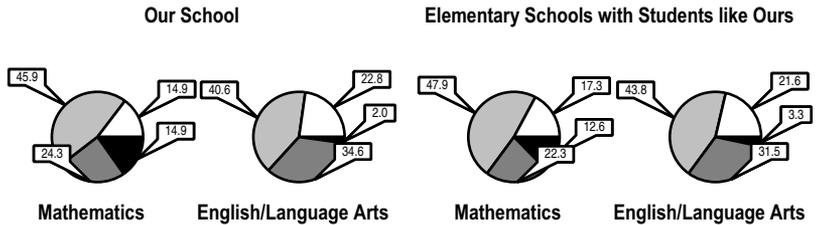
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**



		Definition of Critical Terms
	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students	Parents
Number of surveys returned	38	68	53
Percent satisfied with learning environment	100.0%	86.8%	86.5%
Percent satisfied with social and physical environment	100.0%	88.2%	80.0%
Percent satisfied with home-school relations	97.4%	88.2%	86.3%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	275	100.0	22.8	40.6	34.6	2.0	36.6	17.6
<b>Gender</b>								
Male	138	100.0	30.7	35.4	30.7	3.1	33.9	17.6
Female	137	100.0	15.0	45.7	38.6	0.8	39.4	17.6
<b>Racial/Ethnic Group</b>								
White	148	100.0	12.8	37.6	46.8	2.8	49.6	17.6
African-American	120	100.0	34.9	45.0	19.3	0.9	20.2	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	218	100.0	14.2	43.1	40.7	2.0	42.6	17.6
Disabled	57	100.0	58.0	30.0	10.0	2.0	12.0	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	275	100.0	22.8	40.6	34.6	2.0	36.6	17.6
<b>English Proficiency</b>								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	274	100.0	19.1	42.3	36.5	2.1	38.6	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	116	100.0	32.0	45.6	22.3	N/A	22.3	17.6
Full-pay meals	159	100.0	16.6	37.1	43.0	3.3	46.4	17.6

<b>Mathematics</b>								
All students	275	100.0	14.9	45.9	24.3	14.9	39.2	15.5
<b>Gender</b>								
Male	138	100.0	18.0	38.3	27.3	16.4	43.8	15.5
Female	137	100.0	11.8	53.5	21.3	13.4	34.6	15.5
<b>Racial/Ethnic Group</b>								
White	148	100.0	7.7	36.6	31.7	23.9	55.6	15.5
African-American	120	100.0	24.8	57.8	14.7	2.8	17.4	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	218	100.0	12.7	41.2	29.4	16.7	46.1	15.5
Disabled	57	100.0	23.5	64.7	3.9	7.8	11.8	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	275	100.0	14.9	45.9	24.3	14.9	39.2	15.5
<b>English Proficiency</b>								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	274	100.0	12.9	45.6	25.7	15.8	41.5	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	116	100.0	24.3	58.3	15.5	1.9	17.5	15.5
Full-pay meals	159	100.0	8.6	37.5	30.3	23.7	53.9	15.5

**Abbreviations for Missing Data**

<b>N/A</b> Not Applicable	<b>N/C</b> Not Collected	<b>N/R</b> Not Reported	<b>I/S</b> Insufficient Sample
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**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 485)</b>				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.0%	Down from 5.1%	2.8%	2.4%
Attendance rate	95.4%	Up from 93.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.9%	Up from 11.9%	17.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.8%	Down from 12.5%	8.2%	8.0%
Older than usual for grade	2.3%	Down from 2.6%	0.9%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

<b>Teachers (n= 34)</b>				
Teachers with advanced degrees	55.9%	Up from 50.0%	50.0%	50.0%
Continuing contract teachers	100.0%	Up from 85.3%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.6%	Down from 88.1%	88.5%	86.2%
Teacher attendance rate	95.3%	Down from 95.9%	95.6%	95.3%
Average teacher salary	\$40,069	Up 1.4%	\$40,499	\$39,909
Prof. development days/teacher	9.3 days	Up from 8.6 days	10.9 days	11.4 days

<b>School</b>				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio	20.1 to 1	Up from 17.8 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.2%	Up from 88.8%	90.0%	89.7%
Dollars spent per pupil*	\$6,264	Up 30.2%	\$5,695	\$5,892
Percent spent on teacher salaries*	65.0%	Down from 65.2%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample
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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Royall Elementary School has a well-deserved reputation for providing its students with an educational experience that is second to none. To continue this tradition of excellence, our faculty and staff remain committed to insuring that our school offers the very best in instruction, teaching staff, resources, parental involvement, discipline, and learning environment. Royall's success in achieving this goal has resulted in the following state and national recognition during the 2002-2003 school year.

Palmetto Gold Award for Academic Achievement - SC State Department of Education

Red Carpet School Award Recognition - SC State Department of Education

Reading Renaissance Master School Candidate - Institute for Academic Excellence

Designation as a "Closing the Gap" School - SC Education Oversight Committee

Royall Elementary School is regionally accredited by the Southern Association of Colleges and Schools and is nationally accredited by the Commission of International and Trans-Regional Accreditation.

Our school has a clearly defined mission that is shared by all members of Royall's faculty and staff. Our commitment to the highest academic standards, our consistent enforcement of school procedures, and our mutual trust and respect have resulted in a learning environment that is conducive to professional and personal growth.

Royall Elementary School is fortunate to enjoy the enthusiastic support of our parents and of the Florence community. Our active Association of Parents and Teachers is a valuable resource, providing time and energy to a variety of special projects.

As we prepare for the future, we will continue our emphasis on a well-balanced literacy program, expand our offerings in the areas of science and mathematics and enhance the integration of technology into our instructional program.

Royall Elementary School is an innovative, exciting place where students learn to think critically, to cooperate with others, and most importantly, to love to learn! We are all proud to be members of ..."The Royall Family!"

Julie Smith, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.